

**Case Study: Education Design Brief  
Oasis Academy MediaCityUK (Salford)**

Education Consultant Stephen Armstrong, working with the Sponsor, the Local Authority BSF team and the Principal Designate and his staff, has been responsible for the production of an Education Design Brief described as 'inspirational' by the Sponsor and 'very good' by the DCSF Adviser to the project.

The specialisms for this Academy are Media & ICT, with Business & Enterprise. The challenge was to create a relevant and inspirational educational vision and to develop an imaginative educational design brief for a 21<sup>st</sup> century learning environment that would help realise the vision, support and promote the specialisms, motivate both staff and students to fulfil their potential and enable their achievements to be celebrated.

The Academy will consist of a number of Learning Zones, which individually and collectively through their carefully planned adjacencies will create an innovative learning environment that fully supports all of the following:

- a coherent and holistic approach to personalised learning and learning to learn, within which students' readiness for courses can be assessed by stage not age;
- ways of grouping students that provide for effective pastoral care and full attention to the Every Child Matters agenda;
- activity based learning, giving students the opportunity to learn by doing, to work independently and interdependently, to take managed risks and to learn from their mistakes;
- the 'decompartmentalisation' of traditionally organised learning spaces, so that a 'Learning Zone' becomes something other than just a corridor lined with identical classrooms;
- the 'decompartmentalisation' of the traditional curriculum, so that staff and students gain the skills and confidence to enable them – literally – to 'think outside the box';
- meaningful links for Diploma students between Specialist, Additional and Supplementary Learning, and between all of these and the ongoing development of Functional Skills;
- learning in partnership with students and staff from other schools and colleges, locally on the ground through the sharing of resources and virtually across the country and the world;
- flexible use of time, space and human and physical resources, including learning both on and off site within and beyond the traditional school day;
- work related learning, including both student-run businesses with real clients and the short or long term placement of professional media related business activities on site;
- adults other than teachers, including support staff, visiting students and business and industry professionals, working with students in a variety of formal and informal settings;
- initial teacher training, ongoing professional development and further research into student learning, through classrooms specially equipped for audio and visual recording, monitoring and remote live coaching;
- the use by students and staff of state of the art ICT facilities including a VLE to support, extend and manage their learning;
- an explicit emphasis on environmental sustainability throughout the building, not only for its own sake but also as an active resource for learning and teaching;
- full inclusion of those with physical disabilities and/or learning difficulties.